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In three years, the Delinquency Study and Youth Development Project of Southern Illinois University has provided for five students to do their student teaching incorrectional settings. From this experience, it has been found that student teachers bring new educational ideas into the institution; student teachers function well when viewed as potential staff members; student teachers stimulate good public relations inasmuch as they tell others about the work of the institution; although student teachers may increase management and security problems, they also make evident the need for change and institutional development; the institutional superintendent must devote some time to the student teaching program, particularly in consulting with the university supervisor; and complete and honest communication between the university and the correctional institution is essential. (A 13-item list of references is included.) (SG)

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STUDENT TEACHERS IN THE CORRECTIONAL SETTING: POTENTIAL MANPOWER AND CHANGE AGENTS

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INTRODUCTION

Most colleges of education have very high, rigid standards for student teaching placement. The "best" teachers, in "good" schools, with "good" students are most often selected as placement settings for student teachers. It may be difficult to convince some education professors that, for a given few students, the best placement for students is a correctional setting. Three years ago Southern Illinois University placed its first student teacher in a correctional institution for delinquents. To date, five prospective teachers have completed their internships in correctional institutions. The program, though small in numbers, has attracted much attention.

Academic programs in youth correctional institutions tend to be isolated from the regular public school. The institutional academic schools are one segment of the total exile-oriented correctional program. This exile for the detained youth tends also to become exile for the staff. The introduction of a young, enthusiastic university student into the institutional classroom appears to provide an additional link to the outside world of education.

Student teaching can be a most meaningful experience for the host school, the university, the classroom students, the cooperating teacher, and the prospective teacher. Like traditional student teaching, institutional student teaching is usually designed to serve several purposes. The student teacher is provided an opportunity to apply, under supervision, his teaching skills and feel what it is like to be a "real teacher". Through him new ideas, materials, methods, and attitudes can be introduced. The classroom students have the chance to interact with a fresh teacher whom they test and observe as he makes mistakes and learns by these mistakes. The host school is given an opportunity to have university faculty and supervision critique its programs and procedures.

The correctional setting for student teaching adds additional dimensions to those usually found in public schools. The intern must not only adopt the role of a teacher, but also accept the rights and responsibilities of an institutional staff member. The role of teacher usually creates a good deal of anxiety in a university student. Add to this the role of institutional staff person and one can imagine the challenge of student teaching in a correctional institution.

RECRUITMENT OF STUDENT TEACHERS

Student teaching openings in institutions are sometimes limited by the availability of qualified co-operating institutional teachers. Each state has its own set of stipulations for co-operating teachers. Small honoraria are generally issued to co-operating teachers by the university for the time and effort contributed toward the training of the prospective teacher.

To secure candidates for a student teaching program, a direct mailing is made to all prospective student teachers at least one semester in advance of their application for this portion of their education. This mailing includes an attractive brochure and a covering letter from the Delinquency Study and Youth Development Project* in cooperation with the Student Teaching Office. Emphasis is placed on the fact that this is a program designed for a very few prospective teachers--those who think that they may wish to make a career of teaching in a correctional setting.

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*The Delinquency Study and Youth Development Project is an arm of Southern Illinois University that consists of a team of social scientists who are assigned full-time to study youth development and to the training of those who work with youth. The organization has been partially supported by Grant Number 66222 from the Office of Juvenile Delinquency and Youth Development, Welfare Administration, Department of Health, Education and Welfare, Washington, D. C.

Academic concentration in sociology and psychology are seen as helpful to students in establishing effective relationships at the institution.

Several interested university students usually make appointments for interviews at the Delinquency Study and Youth Development Project. The interview is informal. The purposes are for screening out social deviants, such as homosexuals, and those who might have difficulty in accepting or contributing to the correctional staff role within the institution. These are especially important considerations in our program because Illinois' medium security institutions are located some distance from the university, and most of our student teachers necessarily live within the institution for their 10 to 12 weeks of student teaching.

During the past three years about twenty-five university students have applied. Of these, five have been accepted and have completed this phase of their teacher education in youth correction settings. Four have been young women. Three of the women taught in the Illinois State Training School for Girls. One did her student teaching in the Pere Marquette State Forestry Camp for Boys. The one young man taught in the Illinois State Training School for Boys. None of the five are currently teaching in correctional institutions, although one woman did teach a year prior to her marriage in the girls' school upon completion of her

student teaching. Two of the remaining four sought teaching positions in correctional institutions. Geography, salary and the availability of appropriate academic openings were such that these two teachers, though interested in corrections, are teaching in regular public schools.

RELATIONSHIP OF STUDENT TEACHERS TO THE INSTITUTION

The introduction of new staff into a correctional institution has potential for creating temporary problems for the administrator. The new staff is usually welcomed by the administrator but gets a major portion of his orientation from other staff and wards or inmates.

Security measures, working hours, rules for staff living-in, authority structure, purchasing practice and contraband are but a few items the new staff person must learn from the older staff. Within most institutions are formal as well as informal communication and action-getting structures. Job, job related, and social interaction patterns require time to learn. These are taught through experiencing daily routines with staff.

Although a staff-ward culture which is uniform and wholistic for both staff and wards is ideal, many institutions seem to have a particular staff culture and a particular ward culture which are in opposition to one another. For this reason the ward orientation for the new staff member is significantly different than

the orientation provided by the staff. Rules and policies belonging solely to the ward structure usually are not given in "package form". These are gotten almost entirely through effecting mutually satisfying relationships with wards. In most correctional institutions the wards "check out" a new staff person. Generally, this checking out is designed to discover how much of a "patsy" he will be and how difficult the new staff is to "con". Will the new staff provide tobacco, matches, candy, playing cards, or "outside" clothes on loan? Can special privileges be secured from this new staff person? Will the new staff take a personal interest in the wards as valuable people and join the wards in their constant, but usually quiet, battle with the staff? The orientation of the institutional staff is all of these and more.

Like other staff, the student teacher should use the proper lines of authority. This line of authority probably begins with the co-operating teacher and proceeds to the principal of the school, to the institutional program director and finally to the superintendent. The student teacher's supervisor, because of his past experience with public schools, may have the tendency to overlook the institutional authority structure beyond the school principal. On the initial visit to the institution, the supervisor might ask the principal about the proper lines of authority. Institutional structures are usually well established. Good relations are

often influenced by the extent to which the outsider is aware and respectful of the existing chain of command.

The student teacher's placement among others at the institution is particularly unique. He must be willing to accept the basic responsibilities of staff membership. His job is limited to learning and teaching with the cooperating teacher, although his interests may well extend into other non-academic areas throughout the institution. The student teacher is a temporary employee who owes allegiance not only to the correctional institution, but also to his university, his students, his supervisor, his new profession, and his self.

It is plausible that institutional administrators must sometimes be helped to understand the uniqueness of the student teacher does not justify his being used as a substitute teacher, an emergency house parent, or a fill-in receptionist. Additional roles within the institution should be assumed by the student teacher as a result of personal interest and free choice.

ORIENTATION OF CORRECTIONAL STUDENT TEACHERS

Most colleges of education have student teaching orientation programs. In addition to this regular orientation, the University supervisor of student teachers in correctional institutions should be responsible for an intensive orientation of both himself and the student prior to placement. Ideally, the orientations should

be a full course in sociology consisting of institutional structure and staff roles. This is usually not possible.

A good substitute has been found to consist of the readings that are listed in the bibliography. The outline below is suggested as a reading and study guide for both the student and his supervisor as they proceed together through the pre-placement orientation period. At best, most questions on the outline will be tentatively answered. Many questions will go unanswered until the student and his supervisor gain experience. Sometime during the first three weeks the student teacher is expected to examine the questions a second time using the co-operating teacher as a primary source of information. Asking the co-operating teacher to help answer the questions below will enable him to examine the institution and his role in a fashion that may be novel.

ORIENTATION OUTLINE

a. Teacher Role Structure

1. Who are the teacher leaders?
2. Who belongs to his/her/their groups?
3. What differentiates this group from the rest of the teachers?
4. How is a new faculty member evaluated for potential membership in this group?
5. Besides the leaders' group, what other groups of teachers are there and who are the members?
6. Do any of these groups have priority in selected areas?
7. Which teachers don't belong to more than one of these groups?
8. Are there any teachers who belong to more than one of these groups?
9. Are there any special rules governing the use of facilities especially reserved for faculty?

b. Decision-Making Process Within the Educational Sub-Institution:

1. How are teachers placed?
2. Who is the supervising teacher and what constitutes supervision?
3. How does a teacher get advanced or promoted to a better job?
4. What are the better teaching jobs in the school?
5. How did the people in those jobs get there?
6. Who makes most of the decisions in the school?
7. How do teachers get what they want in spite of rules or policy?

c. Student Discipline:

1. What are behavior rules for students in the classroom?
2. What ways do students have of getting what they want in the classroom?
3. How do they get around rules?
4. What student behavior seems disapproved or not appropriate by students?
5. Which student behavior seems approved or appropriate by students?
6. What kinds of discipline problems does the "office" see as legitimate for the teacher to refer?
7. What kinds of actions are taken by the office for what kinds of discipline problems?
8. What are the accepted methods of handling discipline problems that are dealt with in the classroom?

d. Student Counseling:

1. Are there any counselors within the academic school?
2. If so, what are their responsibilities and limitations?
3. Does the school administration approve of teachers doing any informal counseling with students on problems that are not academic?
4. What does the institutional clinical staff think of this?
5. If counseling is to be done by teachers, who are the ones that the kids use most?
6. What do the teachers whom the kids don't choose think of those teachers that the kids do choose?

e. Curriculum and Materials:

1. What teaching methods seem most effective with the students?
2. What teaching methods seem least effective?
3. Do your experiences with the students differ from those of the co-operating teacher? If so, how?
4. What is the most important thing the school is trying to do for the kids?
5. How are the goals of the public school and the institutional school different?
6. Are there any techniques that are especially useful in this school with these kids?

f. Youth Social Structure:

1. What groups are the most cohesive; the school, the work detail or the living unit?
2. Are there groups that are not related to school, work, or the living unit?
3. What are membership musts in the different groups?
4. Which is the most powerful group? Why?
5. Which group has most prestige? Why?
6. How do these different groups exercise control over each other?
7. How do the youth show disapproval of administration?
8. How do kids get privileges that are official?
9. What kinds of privileges can be gotten from somewhere else?
10. Who gets privileges?
11. How do the others react to the "chosen few"?
12. How do the youth get out of the institution (quickest)?
13. What are ways of warranting punishment in the living unit?
14. What are ways of warranting punishment on the work detail and on the grounds?
15. Who gets what kinds of punishment? From whom?
16. Who do kids go to with problems outside of the school?
17. Why him/her and with what kinds of problems?

PROGRAM SUGGESTIONS:

Effective approaches to teaching are critical ingredients of an effective total treatment program. In fact, many institutionalized youth become institutionalized because of problems which became apparent in the public setting. The rules of education must be

changed to accommodate the needs of youngsters in correctional institutions; traditional classrooms have not met these needs.

There is no sense, for example, for the teacher to be academic in her approach until she has the confidence of the children and they in turn can see themselves as worthwhile people. One situation was observed in which the student teacher was struggling with a lesson in judicial systems strictly from the book, completely ignoring the reality of the fact that all of the inmates in her class had come through the courts, providing first-hand experience from which she could draw. Discovering where each pupil personally fits into the context of what is being taught is a vital link in enabling a student to view a lesson as something he wants and needs. Activities can and must include the kinds of things that will help develop the pupils' self-image.

Changing the rules a little may mean allowing more freedom, capitalizing on the use of smaller groups, and giving a disproportionate amount of attention to individual differences. It may mean altering the traditional content of some courses. It probably includes a routine and systematic evaluation of many practices which have long been taken for granted.

Such minor advantages as rearranging the traditional set-up of desks in the room can be tremendously helpful. Added freedom may increase the noise level in the classroom and may offer some

risk to security within the institution. Initiating changes is usually not accomplished without taking personal risks of possible failure. However, all the initial discomforts of implementing new methods would be offset by what can be accomplished educationally.

The outcomes to be sought through the educational program must be pushed beyond the confines of the classroom. In traditional public schools the little freedom teachers and student teachers have must be executed within the classroom. The correctional setting is a total institution. A carry-over of projects begun in the classroom could be extended to the living unit, to the mess hall, and to the play yard. It is innovative to have a correctional institution which will provide some opportunities for children confined to the institution to move out into the public schools for some purposes. Likewise, children who exhibit predelinquent behavior in the public schools might be moved into this institutional school as a preventive measure before they become involved with "the law".

Most successful student teachers develop an understanding of co-operating teacher's pattern of reaching students before they move out on their own. An opportunity should exist whereby the creativity of student teachers can be utilized. It is gratifying to find that once a student teacher makes the grade, that is he has proven to the pupils that he is a real person, no greater loyalty from his pupils will be found elsewhere. The children

act like model prep-school students, and the student teacher finds it extremely difficult to break away because of the many close relationships he has developed.

SUMMARY

The three years experiences of the Delinquency Study and Youth Development Project of Southern Illinois University with the placing of five student teachers in correctional settings can be summarized in the guidelines below:

1. The student teacher must be looked upon as a potential staff person. Therefore, his being in the school should not be abused; it's a mutual relationship. There must be something in it for him. Benefits to the student teacher must not be neglected or a potential staff member may be lost.

2. Student teaching in correctional institutions presents a tremendous force for good public relations. They will tell others about the work being done in the institution.

3. Student teachers are an excellent source of input for new ideas in education of pupils within an institution. Students interested in this kind of work are usually bright young people who have demonstrated outstanding ingenuity in working with delinquent-type children. In a real sense the student teacher may be the most highly qualified professional person in the institutional academic school.

4. One little added advantage: student teaching offers an interesting entry for an institutional year-end report.

5. Student teachers are likely to increase security and management problems to some extent. Perhaps they make evident the need for change which adds to general institutional development and enrichment.

6. It takes time to organize and administer a good program of student teaching. It is likely to die on the vine without the institutional superintendent's appropriate attention. Some of his busy time must be devoted to the program and its operation. Time must be spent in consulting with the University supervisor.

7. One of the most crucial elements in the organization and operation of a student teaching program is complete and honest communication within and between the University and the correctional institution. Our experience at Southern Illinois University has been with institutions of the Illinois Youth Commission. The selected superintendents, program directors, and co-operating teachers have been patient and understanding. The directors of student teaching in the University have done a fine job in managing the technical details. As carefully selected prospective teachers continue to be placed in correctional settings, a pool of well trained, professional correctional teachers may be developed.

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